

## Bell's Crossing Elementary

804 Scuffletown Road  
Simpsonville, SC 29681

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,093 Students	
<b>Principal</b>	Barbara A. Barlow	864-355-3800
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Charles J. Saylor	864-268-3128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
10	3	0	0	0

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Unsatisfactory	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes
<b>2006</b>	Good	Below Average	Yes

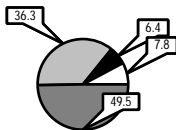
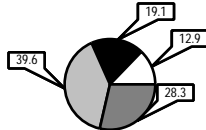
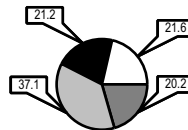
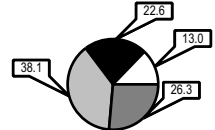
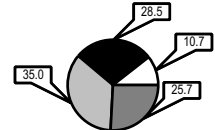
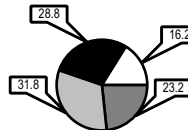
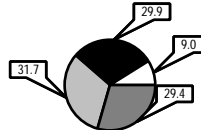
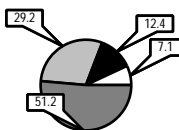
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	538	98.5	7.3	36.4	49.8	6.5	67.2	Yes	Yes
<b>Gender</b>									
Male	260	97.7	11.7	41.0	43.5	3.8	60.3	N/A	N/A
Female	278	99.3	3.1	32.2	55.7	9.0	73.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	418	99.0	6.7	34.4	51.4	7.5	70.4	Yes	Yes
African American	67	97.0	6.9	53.4	37.9	1.7	50.0	Yes	Yes
Asian/Pacific Islander	22	100.0	0.0	25.0	65.0	10.0	85.0	I/S	I/S
Hispanic	28	92.9	20.8	41.7	37.5	0.0	41.7	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	459	99.8	3.1	35.1	54.6	7.3	72.9	N/A	N/A
Disabled	79	91.1	33.3	44.9	20.3	1.4	31.9	Yes	Yes
<b>Migrant Status</b>									
Migrant	2	0.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	536	98.9	7.3	36.4	49.8	6.5	67.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	11	81.8	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	98.9	6.6	36.6	50.3	6.6	68.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	78	93.6	16.4	56.7	26.9	0.0	35.8	Yes	Yes
Full-pay meals	460	99.3	5.9	33.3	53.4	7.5	72.1	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	538	98.9	12.5	39.7	28.4	19.4	65.1	Yes	Yes
<b>Gender</b>									
Male	260	98.1	15.0	39.2	26.7	19.2	63.8	N/A	N/A
Female	278	99.6	10.2	40.2	30.1	19.5	66.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	418	99.3	10.8	39.0	29.5	20.8	67.2	Yes	Yes
African American	67	98.5	22.0	47.5	22.0	8.5	47.5	Yes	Yes
Asian/Pacific Islander	22	100.0	5.0	20.0	45.0	30.0	90.0	I/S	I/S
Hispanic	28	92.9	25.0	50.0	12.5	12.5	50.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	459	100.0	8.0	39.9	30.8	21.4	70.0	N/A	N/A
Disabled	79	92.4	40.0	38.6	14.3	7.1	35.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	2	0.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	536	99.3	12.5	39.7	28.4	19.4	65.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	11	81.8	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	99.2	11.7	40.1	28.8	19.4	65.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	78	94.9	25.0	52.9	19.1	2.9	36.8	Yes	Yes
Full-pay meals	460	99.6	10.5	37.6	29.9	22.0	69.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	538	99.6	21.2	37.3	20.2	21.2	41.5
<b>Gender</b>							
Male	260	99.6	23.5	33.3	22.2	21.0	43.2
Female	278	99.6	19.1	41.0	18.4	21.5	39.8
<b>Racial/Ethnic Group</b>							
White	418	99.5	17.9	37.9	20.8	23.3	44.1
African American	67	100.0	41.7	33.3	15.0	10.0	25.0
Asian/Pacific Islander	22	100.0	0.0	45.0	30.0	25.0	55.0
Hispanic	28	100.0	42.3	34.6	11.5	11.5	23.1
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	459	99.8	16.0	38.1	21.9	24.0	45.9
Disabled	79	98.7	51.4	32.4	10.8	5.4	16.2
<b>Migrant Status</b>							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	536	99.6	20.9	37.4	20.3	21.3	41.6
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	99.6	20.0	37.8	20.6	21.6	42.2
<b>Socio-Economic Status</b>							
Subsidized meals	78	98.7	50.7	35.2	14.1	0.0	14.1
Full-pay meals	460	99.8	16.4	37.6	21.3	24.8	46.0

<b>Social Studies</b>							
All Students	538	99.6	12.6	38.3	26.5	22.6	49.1
<b>Gender</b>							
Male	260	99.6	14.4	35.8	28.8	21.0	49.8
Female	278	99.6	10.9	40.6	24.2	24.2	48.4
<b>Racial/Ethnic Group</b>							
White	418	99.5	10.8	38.2	26.7	24.4	51.0
African American	67	100.0	20.0	41.7	23.3	15.0	38.3
Asian/Pacific Islander	22	100.0	0.0	40.0	45.0	15.0	60.0
Hispanic	28	100.0	34.6	26.9	15.4	23.1	38.5
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	459	99.8	8.9	37.2	28.5	25.4	53.9
Disabled	79	98.7	33.8	44.6	14.9	6.8	21.6
<b>Migrant Status</b>							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	536	99.6	12.3	38.4	26.6	22.7	49.3
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	99.6	11.6	38.6	26.7	23.1	49.8
<b>Socio-Economic Status</b>							
Subsidized meals	78	98.7	31.0	49.3	15.5	4.2	19.7
Full-pay meals	460	99.8	9.6	36.4	28.3	25.7	54.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	168	100.0	5.1	23.4	55.7	15.8	71.5
	4	176	100.0	6.7	38.2	50.3	4.8	55.2
	5	193	100.0	10.1	50.5	37.8	1.6	39.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	184	98.9	7.8	26.5	54.2	11.4	65.7
	4	173	98.8	7.6	35.4	51.3	5.7	57.0
	5	181	97.8	6.5	47.1	44.1	2.4	46.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	168	100.0	7.0	41.1	33.5	18.4	51.9
	4	176	100.0	7.9	28.5	33.3	30.3	63.6
	5	193	100.0	12.8	42.6	25.0	19.7	44.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	184	99.5	15.6	43.7	27.5	13.2	40.7
	4	173	98.8	7.6	36.1	31.6	24.7	56.3
	5	181	98.3	14.0	39.2	26.3	20.5	46.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	168	100.0	20.3	40.5	25.9	13.3	39.2
	4	176	100.0	19.4	37.6	20.6	22.4	43.0
	5	193	100.0	29.8	31.4	20.7	18.1	38.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	184	99.5	26.3	41.3	20.4	12.0	32.3
	4	173	99.4	18.2	30.8	23.3	27.7	50.9
	5	181	100.0	19.1	39.3	17.3	24.3	41.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	168	99.4	7.6	38.2	31.2	22.9	54.1
	4	176	100.0	7.3	35.2	32.7	24.8	57.6
	5	193	100.0	12.8	39.9	25.5	21.8	47.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	184	99.5	12.0	38.3	32.9	16.8	49.7
	4	173	99.4	13.8	37.1	28.9	20.1	49.1
	5	181	100.0	12.1	39.3	17.9	30.6	48.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,093)</b>				
First graders who attended full-day kindergarten	96.4%	Up from 95.5%	97.2%	100.0%
Retention rate	1.0%	Down from 1.2%	1.1%	2.8%
Attendance rate	97.1%	Up from 96.8%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.1%	Down from 1.3%	0.0%	0.0%
Eligible for gifted and talented	22.1%	Down from 26.1%	28.6%	10.4%
On academic plans	18.2%	N/AV	18.2%	33.6%
On academic probation	10.5%	N/AV	4.4%	1.0%
With disabilities other than speech	6.8%	Up from 6.3%	4.4%	7.5%
Older than usual for grade	0.5%	Down from 0.6%	0.0%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 61)</b>				
Teachers with advanced degrees	50.8%	Up from 48.3%	59.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.9%	N/A	90.5%	87.3%
Teacher attendance rate	93.7%	Down from 95.6%	94.8%	94.9%
Average teacher salary	\$42,800	Up 9.8%	\$44,902	\$42,485
Prof. development days/teacher	12.8 days	Up from 9.8 days	13.4 days	13.3 days
<b>School</b>				
Principal's years at school	5.0	Up from 3.5	5.0	4.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 23.3 to 1	20.4 to 1	18.6 to 1
Prime instructional time	88.6%	Down from 90.8%	90.0%	89.7%
Dollars spent per pupil*	\$4,494	Up 16.4%	\$6,138	\$6,557
Percent of expenditures for teacher salaries*	64.2%	Up from 61.9%	66.3%	64.0%
Percent of expenditures for instruction*	69.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Bell's Crossing Elementary School is focused on setting goals and charting progress as a Baldrige school for continuous improvement. The school has maintained an all clear rating for four years by SACS.

There are several accomplishments of which we are proud this year. The school received an Excellent report card rating and our improvement rating remained Good. The school met AYP for the third straight year, meeting 21/21 objectives. Our African American students made large gains this year, designating the school as Closing the Gap for a second consecutive year. The school received the Palmetto Gold Award for achievement and attendance. Those funds purchased projectors and document readers for classrooms. The school has focused on staff and student health through the Zest Quest initiative. A teacher was placed in the science lab to provide hands-on learning to all students. The school website was recognized as a Bronze Award winner. Disciplinary referrals decreased by 50% and student attendance has increased.

Seven teachers are National Board Certified and all certified staff members and paraprofessionals are Highly Qualified in the area they teach or work. All staff members attend professional development sessions, extending their own learning to meet the needs of our students. All teachers serve on goal teams to align instructional strategies with student achievement. Essential questions and differentiation are utilized for effective teaching. An ESOL teacher serves our LEP students.

Our students demonstrate leadership through service learning activities throughout the year. All students participate in enrichment clubs on designated school days. Field trips and grade level presentations extend the curriculum in each grade level and department.

The community support for Bell's Crossing Elementary School was recognized by the South Carolina PTA when our local unit received first place for Parental Involvement. The school has had four consecutive years with 100% faculty and parental membership.

Home, school and community work together to put children first. All parents attend school conferences and there are many opportunities to volunteer in our school. This year our fathers, The Do-Dads, provided many services to our school. A bank provided students with the opportunity to open savings accounts and learn financial responsibility. The School Improvement Council monitors the school goals, serves as an advisory board with input on budgets, and serves as the Guidance Steering Committee. The school received the Promising Practices recognition for our character education program.

Our areas of growth for next year are to increase the number of students scoring Advanced and Proficient, improve our writing program, increase technology access and increase parental and community involvement.

Barbara A. Barlow, Principal  
Mrs. Karen Trice, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	64	166	88
Percent satisfied with learning environment	93.8%	88.0%	89.8%
Percent satisfied with social and physical environment	95.3%	84.2%	93.0%
Percent satisfied with school-home relations	100.0%	95.8%	83.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.